



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1333 West Camelback Road, Phoenix, AZ 85013

The Charter Foundation, Inc. dba AmeriSchools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. DeeAnn Chan
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 209
Web Address : www.amerischools.org
Phone Number : (602) 532-0100
Fax Number : (602) 532-9964
E-mail : dachan@amerischools.org

Mission

The instructional staff is dedicated to academic excellence through individualized instruction of a basic core curriculum supported by enrichment and acceleration. The primary goal is to teach cognitive and valuing skills through an integrated curriculum by utilizing continuous progress alternatives for instruction.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Ü AmeriSchools will maintain a high student attendance rate. Regular and prompt attendance is promoted, monitored and reinforced. Students must maintain a 90% attendance rate.
- Ü AmeriSchools will maintain high academic standards. Curriculum, instruction and assessment are fully aligned with the Arizona Academic Standards. Students will be assessed continually. Their progress will be communicated to parents regularly.

Enrollment

October 1, 2004 School Year Student Enrollment : 229
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 209

Instructional Programs

- Ü Full-day Kindergarten
- Ü Small Class Sizes
- Ü Non-Graded/Skill Based
- Ü Continuous Skills Progression
- Ü Community as Laboratory
- Ü Zoo Phonics
- Ü FISH! for Schools
- Ü Second Step - Violence Prevention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The Academy is responsible to inform parents of the school mission, goals, expectations and achievements. Information is provided through brochures, registration materials, newsletters, bulletins, telephone calls and parent conferences.

Parents

Parents are responsible to inform the school of accurate and current student data and records. Parents are responsible for prompt and regular student attendance, student uniforms and for communicating with teachers and attending conferences.

Transportation Policy

Parents are responsible for transporting students to and from school. AmeriSchools Academy provides transportation for community exploration trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Injury Free Coalition for Kids - Mini Grant	2005
Ü Phoenix Office of Arts and Culture Grant	2005
Ü Project GOAL: Grade One At the Library	2003
Ü Project GOAL: Grade One At the Library	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	75	79306	100	99	99	439	442	445	0	9	10	33	21	18	57	58	51	10	12	20
All Students (Prior Year)	13	58	75509	100	91	100	489	482	521	15	29	13	62	40	23	15	22	33	8	9	31
Female	NC	33	38691	NC	97	99	NC	439	446	NC	7	10	NC	27	18	NC	57	52	NC	10	20
Male	18	42	40583	100	100	99	449	445	445	0	11	11	29	16	18	57	59	50	14	14	21
African American	NC	11	4041	NC	100	99	NC	412	426	NC	11	17	NC	44	23	NC	44	50	NC	0	10
Hispanic	NC	32	32869	NC	97	99	NC	434	429	NC	14	15	NC	21	25	NC	59	51	NC	7	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	13	28	36197	93	97	99	453	463	463	0	0	5	8	12	11	75	68	53	17	20	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	24	73	69060	100	97	98	439	442	454	0	9	7	33	21	17	57	58	54	10	12	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	34	39415	NC	92	96	NC	432	431	NC	10	15	NC	30	25	NC	50	50	NC	10	10
Non-Economically Disadvantaged	16	41	39966	100	100	100	456	451	459	0	8	6	15	14	12	69	65	52	15	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	75	79395	100	0	99	452	449	446	0	7	9	33	24	25	57	63	55	10	6	11
All Students (Prior Year)	13	60	75492	100	94	100	507	497	519	0	20	12	38	28	16	54	42	47	8	10	24
Female	NC	33	38743	NC	0	100	NC	453	451	NC	3	7	NC	27	24	NC	63	57	NC	7	12
Male	18	42	40618	100	0	99	455	446	440	0	11	11	36	22	27	50	62	53	14	5	9
African American	NC	11	4052	NC	0	100	NC	436	434	NC	11	11	NC	33	29	NC	56	54	NC	0	6
Hispanic	NC	32	32915	NC	0	99	NC	436	426	NC	10	15	NC	28	35	NC	62	47	NC	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	13	28	36221	93	0	99	465	471	465	0	0	4	25	20	15	58	64	63	17	16	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	24	73	69139	100	0	99	452	450	454	0	8	7	33	23	24	57	64	58	10	6	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	34	39484	NC	0	96	NC	439	429	NC	10	14	NC	33	35	NC	50	47	NC	7	4
Non-Economically Disadvantaged	16	41	39986	100	0	100	466	457	461	0	5	4	23	16	16	62	73	63	15	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	75	78869	100	99	99	461	460	442	5	3	6	10	12	21	76	78	63	10	7	10
All Students (Prior Year)	13	61	75053	100	95	99	594	556	597	8	11	7	8	13	12	85	72	72	0	3	9
Female	NC	33	38536	NC	97	99	NC	474	458	NC	3	4	NC	3	15	NC	80	67	NC	13	14
Male	18	42	40302	100	100	99	453	449	428	7	3	8	14	19	26	71	76	60	7	3	7
African American	NC	11	4015	NC	100	99	NC	466	430	NC	0	8	NC	11	24	NC	67	61	NC	22	7
Hispanic	NC	32	32606	NC	97	98	NC	448	426	NC	3	8	NC	14	27	NC	83	60	NC	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	13	28	36078	93	97	99	456	474	459	8	4	4	17	8	16	67	76	66	8	12	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	24	73	68697	100	97	98	461	461	454	5	3	4	10	12	18	76	77	67	10	8	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	34	39106	NC	92	95	NC	453	427	NC	3	8	NC	13	28	NC	73	59	NC	10	5
Non-Economically Disadvantaged	16	41	39837	100	100	100	461	466	457	8	3	4	8	11	14	77	81	67	8	5	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	55	78906	100	100	99	463	489	498	9	10	13	73	40	19	18	40	48	0	10	20
All Students (Prior Year)	15	59	76019	100	100	100	463	469	499	33	31	14	53	41	39	7	10	14	7	17	33
Female	NC	22	38644	NC	100	99	NC	490	500	NC	11	12	NC	28	19	NC	56	49	NC	6	19
Male	NC	33	40236	NC	97	99	NC	487	497	NC	10	15	NC	47	19	NC	30	46	NC	13	20
African American	NC	10	4087	NC	100	99	NC	476	481	NC	14	20	NC	57	24	NC	14	45	NC	14	11
Hispanic	NC	22	31938	NC	100	99	NC	481	481	NC	10	19	NC	55	25	NC	30	46	NC	5	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	NC	18	36483	NC	100	99	NC	505	517	NC	6	7	NC	25	13	NC	50	51	NC	19	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	12	46	68310	100	98	98	465	487	509	11	10	9	67	44	18	22	38	51	0	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	26	38679	NC	100	96	NC	488	483	NC	13	20	NC	39	25	NC	35	45	NC	13	10
Non-Economically Disadvantaged	NC	29	40295	NC	100	100	NC	489	513	NC	8	7	NC	40	13	NC	44	50	NC	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	55	78908	100	0	99	466	476	484	9	8	10	45	33	23	45	56	58	0	2	9
All Students (Prior Year)	15	59	76020	100	100	100	491	491	503	33	40	25	27	23	23	40	32	40	0	5	12
Female	NC	22	38648	NC	0	99	NC	482	489	NC	11	8	NC	11	22	NC	78	61	NC	0	10
Male	NC	33	40233	NC	0	99	NC	473	479	NC	7	12	NC	47	25	NC	43	55	NC	3	8
African American	NC	10	4092	NC	0	99	NC	466	473	NC	14	12	NC	43	28	NC	43	54	NC	0	5
Hispanic	NC	22	31940	NC	0	99	NC	476	465	NC	5	16	NC	45	32	NC	50	49	NC	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	NC	18	36502	NC	0	99	NC	480	502	NC	6	4	NC	19	14	NC	69	67	NC	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	12	46	68312	100	0	98	470	477	493	0	5	7	56	41	21	44	51	62	0	3	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	26	38662	NC	0	96	NC	475	468	NC	13	16	NC	26	32	NC	57	49	NC	4	3
Non-Economically Disadvantaged	NC	29	40315	NC	0	100	NC	477	498	NC	4	5	NC	40	15	NC	56	66	NC	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	55	78750	100	100	99	478	488	500	9	2	6	45	48	29	45	50	63	0	0	2
All Students (Prior Year)	15	60	75673	100	100	100	468	453	530	27	29	12	53	43	25	20	28	58	0	0	4
Female	NC	22	38586	NC	100	99	NC	504	515	NC	0	4	NC	39	22	NC	61	71	NC	0	3
Male	NC	33	40135	NC	97	99	NC	478	486	NC	3	8	NC	53	35	NC	43	56	NC	0	1
African American	NC	10	4081	NC	100	99	NC	482	488	NC	0	8	NC	57	32	NC	43	59	NC	0	2
Hispanic	NC	22	31841	NC	100	99	NC	486	483	NC	5	8	NC	40	36	NC	55	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	NC	18	36440	NC	100	99	NC	493	516	NC	0	3	NC	56	22	NC	44	71	NC	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	12	46	68196	100	98	98	482	488	513	11	3	3	33	46	25	56	51	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	26	38558	NC	100	96	NC	499	485	NC	0	8	NC	48	37	NC	52	54	NC	0	1
Non-Economically Disadvantaged	NC	29	40260	NC	100	100	NC	477	514	NC	4	3	NC	48	21	NC	48	72	NC	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	56	78250	100	95	99	535	548	548	33	22	21	13	16	18	53	55	48	0	6	13
All Students (Prior Year)	26	43	75001	100	98	99	458	449	468	42	55	37	33	25	36	17	15	16	8	5	10
Female	13	31	38071	100	97	99	542	554	549	27	15	20	9	19	19	64	59	49	0	7	12
Male	NC	25	40126	NC	93	99	NC	541	547	NC	32	23	NC	14	17	NC	50	46	NC	5	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	29	29129	NC	100	99	NC	547	527	NC	24	32	NC	12	23	NC	60	40	NC	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	11	23	38320	100	85	99	535	552	568	25	15	12	25	25	14	50	50	55	0	10	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	14	49	68996	100	92	99	560	557	561	9	16	16	18	16	18	73	61	52	0	7	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	30	33388	91	91	94	568	552	530	0	13	32	17	13	22	83	74	40	0	0	5
Non-Economically Disadvantaged	NC	26	44937	NC	100	100	NC	545	561	NC	31	13	NC	19	15	NC	38	54	NC	12	18

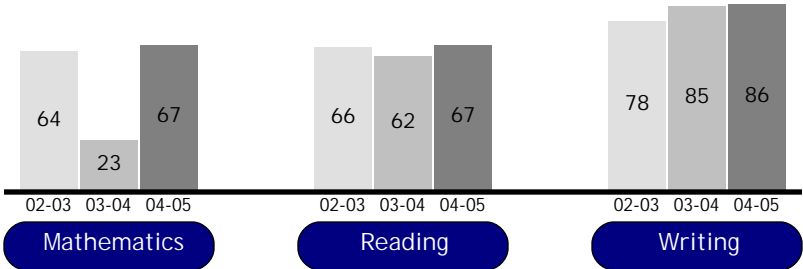
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	56	78302	100	0	99	514	520	512	13	8	11	20	20	25	67	67	57	0	4	7
All Students (Prior Year)	25	42	74918	96	95	99	479	470	497	41	51	32	23	18	19	27	23	35	9	8	15
Female	13	31	38082	100	0	99	523	530	518	18	7	8	9	11	24	73	74	61	0	7	7
Male	NC	25	40166	NC	0	99	NC	507	507	NC	9	14	NC	32	26	NC	59	54	NC	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	29	29152	NC	0	99	NC	512	492	NC	12	17	NC	28	34	NC	56	46	NC	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	11	23	38347	100	0	99	519	530	531	13	5	5	13	10	17	75	80	68	0	5	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	14	49	69024	100	0	99	533	526	524	9	7	7	0	14	23	91	75	62	0	5	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	10	30	33398	91	0	94	539	519	495	0	4	18	0	13	35	100	83	46	0	0	2
Non-Economically Disadvantaged	NC	26	44979	NC	0	100	NC	520	525	NC	12	6	NC	27	18	NC	54	66	NC	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	57	78094	100	97	99	543	555	545	0	0	3	27	20	18	73	80	77	0	0	2
All Students (Prior Year)	24	41	74503	92	93	99	411	436	491	22	21	9	57	46	32	22	33	51	0	0	8
Female	13	32	38025	100	100	99	561	572	558	0	0	2	18	11	13	82	89	82	0	0	2
Male	NC	25	40013	NC	93	99	NC	533	534	NC	0	5	NC	32	23	NC	68	71	NC	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	28	29068	NC	100	99	NC	549	523	NC	0	5	NC	25	27	NC	75	67	NC	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	11	25	38265	100	93	99	550	558	564	0	0	2	13	14	11	88	86	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	14	50	68892	100	94	98	555	559	559	0	0	2	18	18	14	82	82	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	10	32	33296	91	97	94	561	555	527	0	0	5	17	21	27	83	79	67	0	0	0
Non-Economically Disadvantaged	NC	25	44871	NC	96	100	NC	554	559	NC	0	2	NC	20	12	NC	80	84	NC	0	3

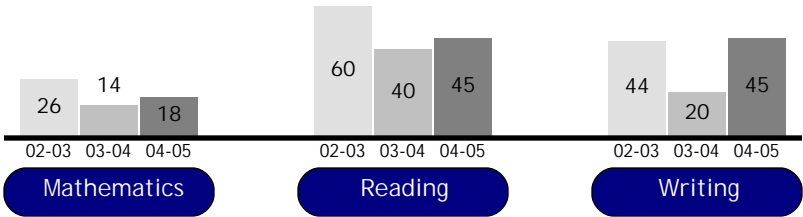
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

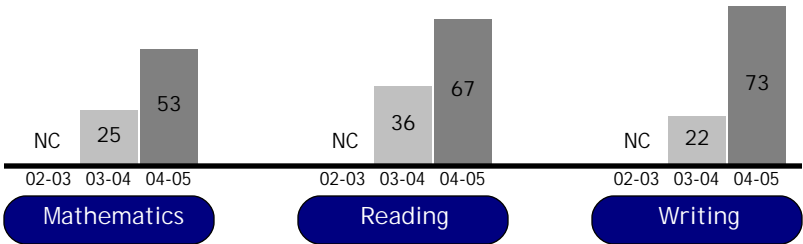
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	34	31	50	83	45	NA	58	100	43	52	47
	Language	100	25	22	43	96	36	39	50	100	38	50	47
	Mathematics	95	36	37	57	96	41	53	64	100	44	50	50
3	Reading	100	32	40	47	100	41	NA	55	100	41	44	44
	Language	100	51	45	54	100	37	38	61	100	45	48	44
	Mathematics	89	38	45	54	100	32	44	61	100	44	46	51
4	Reading	100	34	43	52	100	NA	NA	56	100	41	43	48
	Language	100	32	41	48	100	NA	48	52	100	39	45	49
	Mathematics	93	37	46	57	100	NA	53	61	100	27	39	53
5	Reading	94	59	44	50	93	37	NA	55	100	44	47	50
	Language	100	40	36	46	100	32	33	49	100	34	42	50
	Mathematics	100	45	41	57	100	36	42	63	100	25	41	49
6	Reading	100	43	47	53	100	56	NA	56	93	42	45	51
	Language	100	36	37	45	100	52	32	48	93	31	42	47
	Mathematics	100	51	53	62	100	51	44	66	93	38	43	52
7	Reading	--	--	46	51	86	44	NA	54	100	42	46	50
	Language	--	--	43	54	86	55	52	58	100	47	47	52
	Mathematics	--	--	53	58	86	48	52	62	100	32	39	50
8	Reading	--	--	53	53	92	44	NA	55	100	55	53	51
	Language	--	--	44	49	100	39	36	52	100	49	51	50
	Mathematics	--	--	52	58	100	59	55	61	100	46	54	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	0	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Resource Learning Laboratory	Ü Computer Lab
Ü Community Learning Laboratories	Ü Library

Extracurricular Activities

Ü Community Explorations	Ü Arts & Crafts Club
Ü Community Events Participation	Ü After School Tutoring
Ü Scrabble Club	Ü Music Club
Ü Spanish Club	Ü Drama Club

Social Services

Ü Before/After School Clubs
Ü Phoenix Public Library System

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Increased and maintained enrollment.

ü Students maintain a 90% attendance rate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	99	95	94	95
Transfers Out Rates ⁵	28	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	71	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

AmeriSchools is a uniformed school and it is a closed campus. Students and teachers become mentors to each other with much positive reinforcement. Students who have been expelled cannot apply for student-status before one full calendar year is over.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	DeeAnn Chan	(602) 532-0100
Transportation Policy	DeeAnn Chan	(602) 532-0100
Community Resources	DeeAnn Chan	(602) 532-0100
School Nutrition Programs	DeeAnn Chan	(602) 532-0100
Parent Organization	DeeAnn Chan	(602) 532-0100
Student Health/Nurse	Vicki Ireland	(602) 532-0100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 200 Copies = \$102.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.